

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|----------|-----------------------------------|
| 4 | Elementary schools (includes K-8) |
| 2 | Middle/Junior high schools |
| | High schools |
| | K-12 schools |
| 6 | TOTAL |

2. District Per Pupil Expenditure: 12680

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 5 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K			0	7	206	201	407
1			0	8	230	227	457
2			0	9			0
3			0	10			0
4			0	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							864

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 9 % Asian
 0 % Black or African American
 3 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 82 % White
 6 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1.	882
(5)	Total transferred students in row (3) divided by total students in row (4).	0.020
(6)	Amount in row (5) multiplied by 100.	2.041

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 8

Number of languages represented: 6

Specify languages:

Korean

Malay

Japanese

Russian

Urdu

Polish

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 24

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

Over the year we have experienced an increase in the number of families in need of our free and reduced lunch program. This year this group has become a significant subgroup that we will be tracking carefully.

10. Students receiving special education services: 13 %

Total Number of Students Served: 113

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>18</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>68</u> Specific Learning Disability
<u>10</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>60</u>	<u>1</u>
Special resource teachers/specialists	<u>16</u>	
Paraprofessionals	<u>15</u>	<u>0</u>
Support staff	<u>14</u>	<u>2</u>
Total number	<u>107</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	96%	95%	95%	96%
Daily teacher attendance	93%	94%	93%	93%	93%
Teacher turnover rate	0%	9%	4%	5%	15%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Our teacher daily attendance rates are below the 95% standard. This is difficult to explain as we have corrected for professional leave and maternity leave. In 2005-06 we had a 15% teacher turnover rate due to a large number of retirements.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Wilmette Junior High School (WJHS) is a high-performing, suburban school, serving approximately 900 seventh and eighth grade students. We are driven by a shared desire to meet the educational, socio-emotional and developmental needs of our adolescent students through a caring, responsive partnership of students, staff, parents and community members. Based firmly on the belief that “one size does not fit all,” we provide all students an individualized educational experience, which promotes excellence, responsibility and essential 21st Century skills. With interdisciplinary teams, learning behavior specialists, speech and language teachers, social workers, ELL teachers, differentiation support teachers, and technology integration specialists at each grade level, we tailor students’ educational experiences to fit their individual abilities, learning styles and interests.

We boast a dynamic, student-centered staff, which constantly seeks best practices through life-long learning, reflection and professional development. Ninety percent of our teaching staff have advanced degrees, ten are nationally board certified, half lead clubs/sports supported by the PTO, and almost all are involved in professional organizations. Beyond passion for their subject area, staff are role models and advisors for their students. Goals for our students extend beyond the academic curriculum as we help them build relationships within our WJHS community. Our CLIMB initiative (Connect, Live, Inspire, Motivate, Believe) seeks ways to promote the socio-emotional health of our students and staff. Through the integration of our Homeroom/Advisory program into our daily schedule, all students gain a sense of belonging to a peer group, learn new ways to be successful academically and socially and are able to form relationships with an adult role model in the building. Advisory teachers serve as advocates for their students and liaisons between home and school. Parents are knowledgeable advocates for their children, show an active interest in curriculum and support WJHS in many ways, including membership in the PTO, volunteerism, attendance at school events and development programs. WJHS parents monitor their children’s progress through online grade reporting and regular communication with staff.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Assessment is an important part of our decision making process at WJHS. Over the past five years, the school has performed at high levels on all state assessments. We have found that since we have put an emphasis on assessment data, we have had an upward trend in scores (e.g. reading 8th grade 91% meets and exceeds in 2005 to 98% meets and exceeds in 2009) for all students. The same trend is found in mathematics. Over the past several years, we have focused on helping students to better answer extended response questions. This includes giving student the opportunity to experience these types of questions throughout they year and not only in a testing situation. Over the last three years, we have begun using a value-added computer assisted assessment (Performance Series by Scantron) with all of our students three times a year. Performance Series is based on the state standards and is a good predictor of student success on these assessments. This has given us detailed assessment data and has given us the opportunity to target students who are not making the expected gains. Additionally, we have begun to identify students that are on the cusp of moving from one category to the next (i.e. near the “exceeds” or near the “meets” categories) and targeting them for specific support. Most recently, we have begun to discuss our students in the lowest quartile and sought interventions for them. These interventions will help us address our special education subgroup and will ensure that our neediest students continue to make progress. It is our goal to focus on a model of continuous improvement and help all students realize their full potential.

The Illinois Standards Achievement Test (ISAT) covers reading and mathematics in grades 3 through 8, science in grades 4 and 7, and writing in grades 3, 5, 6, 8, and 11. Since 2006, the ISAT testing of reading and mathematics has been scored on a common scale for all grades. This "equating" process affords a reliable measure of student learning that is comparable from year to year over time. Students' numeric scores on the ISAT test are converted to performance levels which indicate progress towards meeting the Illinois Learning Standards. As is seen in the data table, our students perform well on the state assessment and we believe that our instruction supports student success on these assessments and beyond. More information on our state assessment system can be found on the following websites www.isbe.net (Illinois State Board of Education) or at <http://iirc.niu.edu/> (Illinois Interactive Report Card).

2. **Using Assessment Results:**

As a school, we have come to recognize that assessment data is the map that directs our instruction. We have held several data meetings throughout the year. These meetings allow us to identify struggling students and to begin remediating their skill deficits. We know that any standardized test is simply a snapshot of that child at a particular moment. This being the case, we have worked hard to identify several pieces of data that will give us a more complete picture of each child. We require at least three pieces of data before moving forward with interventions. These data include (but are not limited to) state assessments, curriculum based measures, Performance Series testing, classroom assessments, and teacher feedback/professional judgment. We have an intervention team (I-Team) that studies struggling students and suggests strategies to address issues. This group utilizes a data-driven decision making model and helps teachers to understand the collection and use of a variety of assessment data. Our special education students are regularly assessed and their progress is charted through progress monitoring. Our expectations are adjusted based on the progress the child is making and the interventions that are put in place. Constant articulation takes place between teachers and service providers (e.g. special education teachers, speech pathologists, resource teachers). Additionally, time is provided for teachers to articulate with each other. Sixth, seventh, and eighth grade teachers are in constant communication. We are also proud of the fact that we offer many enrichment experiences for outstanding performers. Again, students are selected for our accelerated math programs or enrichment groups based on

assessment data. Our enrichment teachers are constantly monitoring student assessment data and use this data to plan groups and design lessons.

3. Communicating Assessment Results:

As a school and district, we take communication very seriously, especially information about student progress. Communicating student progress is not limited to standardized test scores. We find that our parents want a multitude of data to fully understand how their child is progressing in school. Our students take a computer adaptive test (Performance Series by Scantron) three times a year and the results are distributed to parents along with a summary of the child's growth and gains for the year. It is our goal to help students make a year's worth of growth in a year's time. In addition to distributing the ISAT scores to parents, we offer parent information nights where parents can come to school and learn more about the tests and how to interpret the scores. These evenings allow us to share our success and to help parents to better understand how they can partner with us to help their child. When these scores are sent home, we encourage parents to review the results with their child and to set data-based goals. This allows parents and students to better understand the results and to use the information for improvement. Additionally, we send home a comprehensive report card four times a year. This report card includes academic information (product grade), learner quality information (or a process grade), and an individualized student comment. These three components, along with test data, give parents a clear picture of the progress that their child is making. Finally, our teachers and administrators are always available to assist parents as they review their child's scores. Teacher and administrators are able to meet with parents and answer questions and explain how to best partner to help the child progress. This comprehensive approach has allowed us to fully communicate our success and plan for future success.

4. Sharing Success:

Our school is constantly on the lookout for other schools and organizations that we can learn from and that can learn from us. Collaboration is a big factor in our success. We have put structures in place that allow us to articulate with the sender school that our students attend. Our teachers and transition staff work to get to know the students and their needs prior to the start of the year. This allows us to start the year with an idea of how to fully support all kids and help them achieve their full potential. Likewise, we articulate internally and with the high school the majority of our students will attend. Again, this allows us to better know the child's needs and to be prepared for the upcoming year. We have hosted township articulation meetings where teachers are able to collaborate and learn from each other. These are rich conversations that focus on best practice and new models of instruction. At the administrative level, there is a great deal of school-to-school collaboration that takes place. The principal meets regularly with township principals to discuss current practices and to streamline instruction. These meetings often end with a plan for staff-to-staff collaboration and planning. In the event that we win this award, I would anticipate that we would continue to seek out partnerships with local schools and share the curriculum, instruction, and programs that we have implemented that have helped our students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Math-

WJHS has a commitment to a flexible math program that offers various levels of math to meet the needs of all students and to ensure all students have access to a challenging curriculum. Students are placed in pre-algebra, algebra, or geometry based on their cognitive math abilities. There are four different algebra courses offered: instructional, explorations, algebra, and accelerated. All three cover algebra topics at varying levels of depth and breadth. It is believed that good learning integrates experience, observation and math dialogue. Math teachers meet weekly to collaborate, share expertise, create common assessments, and pool resources. In order to further meet their needs, students can see teachers both before and after school; students can attend a math resource room during their lunch period; and some students are placed in a math class that is co-taught with a learning behavior specialist. SmartBoards, online math programs and graphing calculators are a few tools used to enhance instruction and are an integral part of the daily math lesson.

Social Studies-

The social studies curriculum promotes global competence, social action and individual responsibility through student-centered instruction. In seventh grade, students study world cultures, geography and mapping skills through inquiry-based and collaborative learning. Their studies extend to world and local communities and the interactions of humans with one another and their shared environments. In eighth grade, concentration shifts to U.S. History and the Constitution, while maintaining a focus on the roles of individuals, groups and institutions in both national and global communities. Through an in-depth study of American history until the Cold War Era, students refine their critical thinking skills, analyze causal relationships, understand socio-economic and political diversity, and problem-solve historical and current challenges. Students learn in ways that best suit their learning needs through a differentiated, thematic curriculum.

Science-

The thematic study of science engages students in real-world, inquiry-based experiences. The lab-based science program uses teamwork and problem-solving to challenge each student, instill a sense of intellectual curiosity, and ignite a passion for understanding, protecting and respecting the world. Students study Life, Physical and Earth Science. In their study of Life Science, they learn to apply the process of scientific inquiry and compare and contrast human anatomy and physiology to other organisms. In Physical Science, students learn the effects of gravity, Newton's three laws of motion and the chemical/physical changes of reactions of elements, mixtures and compounds. While studying Earth Science, students identify the characteristics and implications of volcanoes and earthquakes and analyze and explain the impact of and the scientific beliefs regarding plate tectonics.

Related Arts

Each day, all students enhance their knowledge of and experience with the arts through a broad range of mandatory and elective courses. In seventh grade, students are required to take Math of Economics, 2-D and 3-D Art, Music, Drama and Photography to ensure exposure to all disciplines. As eighth graders, as they gain an understanding of their strengths and individual interests in the arts, students choose four elective courses throughout the year. The related arts program exposes students to a wide range of subjects, including digital and black/white photography, technical theater, musical theater, 3D art, Pop Art, math of economics, 2D art, painting and drawing, chorus, and instrumental music -- symphonic, concert and jazz band as well as orchestra.

PE/Health

All students have daily instruction in Physical Education. There are classes for students of all cognitive and physical abilities. The comprehensive curriculum is designed to provide students with physical learning experiences, which will develop the knowledge, skills, and attitudes necessary for efficient body management as well as contribute to students' emotional, social and intellectual development. We offer a wide variety of choices so students may find an option that best fits their own fitness goals and interests, including football, softball, badminton, yoga, basketball, pickle-ball, soccer, aerobics, circuit training, volleyball, lacrosse, and dance. One academic quarter of each year, students study issues relating to physical, mental and academic health. Topics include disease prevention, identification of risky behaviors, bullying/teasing, human sexuality, stress and emotions, nutrition, and substance abuse.

Foreign Language

WJHS students follow a sequential path in the study of French, Spanish, Latin or German that began in Kindergarten. Once in the junior high setting, students study vocabulary and conversation, while intensifying their focus on language structure and grammar. Students apply these skills in listening, speaking, reading, writing and cultural activities. They are challenged to produce language with improved pronunciation, intonation and inflection. By the end of their eighth grade year, students are expected to write using appropriate grammar, punctuation, and capitalization; comprehend classroom directions; read simple passages; present oral reports on familiar topics; and infer the meaning of cognates and decode new vocabulary. Students who choose to study Latin learn the structure of the language and perform translation tasks while expanding their English vocabulary with Latin derivatives. For all language classes, students learn about cultural practices and traditions within the framework of the language instruction.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

2b. (Secondary Schools) English:

(This question is for secondary schools only)

Our school's reading program is primarily novel-based in both seventh and eighth grades. We strive to move the kids away from a decoding/fluency approach to reading and into a more sophisticated analytical model. Through various genres and themes, we help students develop critical thinking skills and active reading strategies that will aid in their comprehension of, connection to, and enjoyment of literature, not only in school, but in their lives as a whole.

In seventh grade, students are continually asked to employ the active reading strategies they have been taught in order to see more deeply into the novels and short stories that they read. Using a collection of both fiction and non-fiction, the reading teachers in seventh grade expose their students to classic, contemporary, and thematic books that allow students to think differently and on a more abstract level as their seventh-grade year goes by. In most cases, students are offered reading choices that fit various needs and interests.

Eighth grade students continue to develop critical thinking and reading skills as they read thematic literature such as science fiction, journalistic writing, and dystopic/eutopic tales. Students are expected to demonstrate their improving and deepening understanding of what they read by doing extensive annotation and discussion of their novels and short stories. Again, choice is a key component in capturing and capitalizing on our students' abilities in reading.

One of the unique aspects of our reading curriculum is its structure. Unlike many junior high/middle schools, we deliver instruction in reading and writing in separate classes. This decision was reached a number of years ago because it was believed that having focused instruction by a "specialist" (either in reading or in writing) would allow for more intensive exploration of the various components of reading and writing. Our students

benefit from this approach because it allows for a greater degree of in-depth exploration of reading and the various themes and genres that we cover.

3. Additional Curriculum Area:

WJHS began a full technology integration program in 2004. Through the elimination of all computer classes, we began instead to promote the use of computers and other technologies within the classroom. This program allows students to have more hands-on and authentic opportunities to use technology to complete meaningful projects directly related to the curriculum. In addition, we have provided monthly staff development sessions for teachers, greatly increased electronic communication between teachers and parents, and increased students' motivation to learn. Every student has different learning styles, prior knowledge, interests, and abilities, which can be integrated into their everyday learning with technology.

Technology is infused collaboratively and purposefully between our Technology Integration Specialists and classroom teachers. We base our technology curriculum, on the belief that if we give students the tools and choice, creativity and success will follow. For example, this year, as part of a science-fiction unit, eighth grade reading students created an utopian society, and their final project was creating a google site and incorporating two to three web 2.0 resources. The results were amazing. Students created animations, online books, short commercials, and photo slide shows that showed the benefits of living in this utopian society. Science classes were able to stream live their egg drop project so that parents at home could watch the competition. Foreign language teachers have their students create virtual field trips using google maps, so students can see on a map the actual places they are studying. Writing classes have embraced google docs to share, edit and collaborate with their teachers and peers. The purpose of the program is not to simply promote technology for the sake of it. Our goal is to make the teaching and learning process better by using the right combination of excellent teaching practices and the appropriate use of technology.

4. Instructional Methods:

WJHS is a full-inclusion school, and that requires all teachers to differentiate instruction for the variety of abilities that are present in all classes. Students with superior intellectual/academic skills are in the same classes as those who struggle. Using various assessments, teachers identify the students' ability levels and interests and plan instruction accordingly. With the exception of math (for which there are three levels) and some small-group instruction for severely disabled students, leveled classes are not offered.

In order to facilitate this responsive instruction, WJHS has support teachers whose role is to help create lessons that are appropriate to a wide variety of learners. One of those support positions is the Differentiation Support Teacher (DST). Primarily responsible for ensuring that high-performing (gifted/talented) students' needs are met in the general education setting, the DST at each grade level might co-plan, co-teach, and/or do pull-out lessons when appropriate. A second support position is the Learning Behavior Specialists (LBSs). These teachers (one per team at each grade level) are responsible for the modifications and support needed by students with IEPs.

There are many and varied ways in which we meet the needs of individual learners. We might compact material for students who show mastery of sub-topics that we will teach. We might provide guided notes for students to use in order to keep up with lectures in class. If a small group of students need more advanced or more basic literature, we have options available for them, as well.

In these (and many other) ways, instructional methodology at WJHS is responsive and flexible while still comprehensive and thorough. Teachers work together to ensure that all students' needs are met, irrespective of their particular needs, learning styles, or interests.

5. Professional Development:

WJHS teachers and administrators regularly participate in meaningful professional development, which positively impacts student learning and staff collegiality. Professional development follows various strands, including curriculum mapping, progress reporting, Response to Intervention, brain research, differentiation, and gender studies.

- Academy39: Teachers choose from various District courses in which they seek personal growth or development. Many of these are attended and/or taught by WJHS staff. Classes focus on a wide variety of topics, ranging from 21st Century Modules and Non-Violent Crisis Interventions to effective parent-teacher conferences and strategies for working with children with Autism.
- Faculty Meetings: Two meetings per month are designated for staff to focus on school improvement goals, initiatives, instructional strategies, and programs. Presenters include building or district leadership, expert staff and outside consultants.
- Faculty Learning/Action Committees: These volunteer groups meet on a weekly to monthly basis to explore school improvement initiatives to analyze gender differences, information literacy, bullying and teasing, socio-emotional wellness, assessment strategies and going green. Teachers and administrators involved in these committees attend seminars, do extensive research on related topics, identify applications for our unique learning environment and create/present and help to implement action plans for the building community. In the past two years, CLIMB, the school's social and emotional wellness committee participated in numerous conferences and action meetings to secure ways to improve the overall climate of the building, including innovative ways to improve staff morale and integrate the socio-emotional initiative into the advisory program.
- Peer-Triads: Staff volunteers attend information sessions on the keys to positive and successful self/peer-assisted reflection. Then, they participate in pre-observation discussions with colleagues in their triad group to ascertain areas of growth, strengths and goals. The groups observe each other's teaching over a 9-month period with post observation discussions in which the triad provides specific and individual feedback and identifies and strategizes common areas for growth.
- Mentoring: First-year and beginning teachers are supported by both building and district mentors. Mentors and mentees take part in workshops provided by our Departments of Curriculum and Instruction and Students Services as well as monthly "New Teacher Meetings" led by building administrators, which focus on procedures, curricular content, materials, and best practice strategies.
- Institute/Professional Development: Built into our yearly schedule, these days are spent training, collaborating, progress reporting and assessing student achievement. Many of our teacher-leaders and administrators present in areas such as differentiated instruction, technology integration, information literacy, home-school communication, and special education.
- Professional Workshops and Conferences: Approximately sixty-five percent of our staff attend and/or present at local, state and national conferences each year. The district helps to subsidize attendance at these events to further encourage involvement. Upon return, staff shares new information and ideas garnered from the conferences with team and content-area colleagues.
- Thursday Three: Staff receives weekly emails, provided by our technology instructors, on strategies, websites, and equipment available to help improve technology integration in the classroom.

6. School Leadership:

Our school's leadership is made up of a Principal, an Assistant Principal, and a Student Coordinator. As a group, the three provide the framework for the school's efforts at promoting policies and procedures that cumulatively result in student success. The shared leadership model goes beyond the school's main office, however.

Through channels such as the Building Leadership Committee (BLC) and the School Improvement Plan (SIP) Committee, staff is given the opportunity to have a voice in the decision-making process. Policies, programs, and procedures are discussed and selected at faculty meetings with whole-group input in order to fully address the educational needs of adolescents and to ensure their continued achievement. Outside of urgent health and safety issues, the leadership model at WJHS focuses on collaboration and shared input.

In addition to staff involvement, the Principal leads a parent book club that helps to educate parents in ways they can support their children. Giving parents tools to impact student achievement adds to our school's success, so fostering the home-school connection is a priority of our school leadership. The value of such a relationship is an important factor in our students' achievement.

Our school leadership also recognizes the value of relationships among staff members and between the administrative team and the staff. Various events and activities throughout the school year are planned in order to promote a positive morale among the staff, thereby leading to enthusiasm in the classroom that has a trickle-down effect on students' motivation and enjoyment of school in general. The ultimate outcome of the administration's efforts, then, is increased student achievement.

The shared leadership model at WJHS involves all stakeholders in student achievement. Sharing data, strategies, successes and roadblocks—everyone from the principal to the support staff is a part of decision-making that affects our students' success both in and out of school.

PART VI - PRIVATE SCHOOL ADDENDUM

This section is for private schools only

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: Illinois Standard Achievement Test (ISAT)

Edition/Publication Year: 2006-2009

Publisher: Pearson/ISBE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets & Exceeds	96	96	96	95	0
Exceeds	62	57	58	57	0
Number of students tested	458	427	445	397	0
Percent of total students tested	99	98	99	97	0
Number of students alternatively assessed	6	7	3	4	
Percent of students alternatively assessed	1	2	1	1	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets & Exceeds	92	91			
Exceeds	42	45			
Number of students tested	12	11			
4. Special Education Students					
Meets & Exceeds	82	74	82	68	
Exceeds	15	19	14	11	
Number of students tested	56	53	67	45	
5. Limited English Proficient Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets & Exceeds	93	95	98	97	
Exceeds	67	80	65	52	
Number of students tested	45	41	40	31	

Notes:

The largest other subgroup noted in number 6 is Asain. For the areas where not all years are complete either the state did not test that academic area or we had fewer than 10 students (does not constitute a subgroup).

Subject: Reading

Grade: 7 Test: Illinois Standard Achievement Test (ISAT)

Edition/Publication Year: 2006-2009

Publisher: Pearson/ISBE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	95	96	95	94	0
Exceeds	55	52	44	33	0
Number of students tested	458	427	445	397	0
Percent of total students tested	99	98	99	97	0
Number of students alternatively assessed	6	7	3	4	0
Percent of students alternatively assessed	1	2	1	1	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets and Exceeds	92	100			
Exceeds	50	27			
Number of students tested	12	11			
4. Special Education Students					
Meets and Exceeds	72	75	78	66	
Exceeds	19	11	4	2	
Number of students tested	54	53	67	45	
5. Limited English Proficient Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets and Exceeds	93	90	93	87	
Exceeds	51	44	38	23	
Number of students tested	45	41	40	31	

Notes:

The above data show our progress for state assessment (ISAT) for the years that the information was available. The test has evolved over the past several years and those changes have been reflected in these data. Number 6 (largest other subgroup) represents students that indicated that they were Asian. Blank fields are due to that area not being tested or having fewer than 10 students (not a recognized subgroup).

Subject: Mathematics

Grade: 8 Test: Illinois Standard Achievement Test (ISAT)

Edition/Publication Year: 1999-2009

Publisher: Pearson/ISBE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	97	97	97	97	86
% Advanced	64	64	75	66	56
Number of students tested	428	443	402	415	402
Percent of total students tested	98	99	97	99	98
Number of students alternatively assessed	7	3	5	1	2
Percent of students alternatively assessed	2	1	1	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	90				
% Advanced	50				
Number of students tested	10				
4. Special Education Students					
% Proficient plus % Advanced	77	85	78	83	53
% Advanced	23	15	20	20	20
Number of students tested	56	63	47	69	61
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	98	98	100	100	90
% Advanced	83	80	85	84	71
Number of students tested	42	41	39	32	42

Notes:

For number 6 (next largest subgroup) we have inputted the data for our Asian students. Blank fields are due to having fewer than 10 students for a particular testing year.

Subject: Reading

Grade: 8 Test: Illinois Standard Achievement Test (ISAT)

Edition/Publication Year: 1999-2009

Publisher: Pearson/ISBE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	98	97	97	96	91
% Advanced	29	29	48	28	35
Number of students tested	428	443	402	415	402
Percent of total students tested	98	99	97	99	98
Number of students alternatively assessed	7	3	5	1	2
Percent of students alternatively assessed	2	1	1	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	100				
% Advanced	10				
Number of students tested	10				
4. Special Education Students					
% Proficient plus % Advanced	83	83	80	83	56
% Advanced	2	6	17	7	10
Number of students tested	56	63	47	69	61
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	98	97	100	94
% Advanced	29	32	49	34	44
Number of students tested	42	41	39	32	42

Notes:

Section six (largest other subgroup) represents our Asian students. Fields that are left blank are due to having fewer than 10 students in that subgroup.

